

RE Ladder

Grade	Learning from and Learning about Religion
Level A*	<p>Students can use a complex religious, moral and philosophical vocabulary to provide a consistent and detailed analysis of religions and beliefs. They can evaluate in depth the importance of religious diversity in a pluralistic society. They clearly recognise the extent to which the impact of religion and beliefs on different communities and societies has changed over time. They can provide a detailed analysis of how religious, spiritual and moral sources are interpreted in different ways, evaluating the principal methods by which religion and spirituality are studied. They can synthesise effectively their accounts of the varied forms of religious, spiritual and moral expression. Students can analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments. They can give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well substantiated and balanced conclusions.</p>
Level A	<p>Students can use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They can contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They can critically evaluate the impact of religions and beliefs on differing communities and societies. They can analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They can interpret and evaluate varied forms of religious, spiritual and moral expression. Students can coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They can synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.</p>
Level B	<p>Students can use a wide religious and philosophical vocabulary to show a coherent understanding of a range of religions and beliefs. They can analyse issues, values and questions of meaning and truth. They can account for the influence of history and culture on aspects of religious life and practice. They can explain why the consequences of belonging to a faith are not the same for all people within the same religion or tradition. They can use some of the principal methods by which religion, spirituality and ethics are studied, including the use of a variety of sources, evidence and forms of expression. Students can articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They can evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.</p>
Level C	<p>Students can use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They can explain why the impact of religions and beliefs on individuals, communities and societies varies. They can interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues. They can also interpret the significance of different forms of religious, spiritual and moral expression. Students can use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.</p>

RE Ladder

Level D	Students can use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They can describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and they can suggest possible reasons for this. They can explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognising diversity in forms of religious, spiritual and moral expression, within and between religions. Students can ask, and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They can explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
Level E	Students can use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They can make links between them, and describe some similarities and differences both within and between religions. They can describe the impact of religion on people's lives. They can suggest meanings for a range of forms of religious expression. Students can raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They can apply their ideas to their own and other people's lives. They can describe what inspires and influences themselves and others
Level F	Students can use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They can make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They can describe some forms of religious expression. Students can identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They can make links between values and commitments, and their own attitudes and behaviour.
Level G	Students can use religious words and phrases to identify some features of religion and its importance for some people. They can begin to show awareness of similarities in religions. Students can retell religious stories and suggest meanings for religious actions and symbols. They can identify how religion is expressed in different ways.
Entry H	Students can ask, and respond sensitively to, questions about their own and others' experiences and feelings. They can recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they can begin to recognise their own values and those of others.
Entry I	Students can independently use some religious words and phrases to recognise and name some features of religious life and practice. They can recall some religious stories and recognise symbols, and other verbal and visual forms of religious expression.
Entry J	Students can independently talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.

RE Ladder

Entry K	With support, students can recall a few religious stories and recognise some symbols, and other verbal and visual forms of religious expression.
Entry L	With support, students can use some simple religious words and phrases to recognise and name some features of religious life and practice.
Entry M	With support, students can talk in basic terms about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.